

# Study Methods

Getting the information to stick

# The Challenge

- The Nebosh diploma is the first high level qualification I have attempted in around 20 years. As a result I find myself struggling to get the information on the page to stick in my head in a way that I can access and use.
- This presentation is to share the methods I use to get the information into my head and organise it.

# Step 1 - Selection

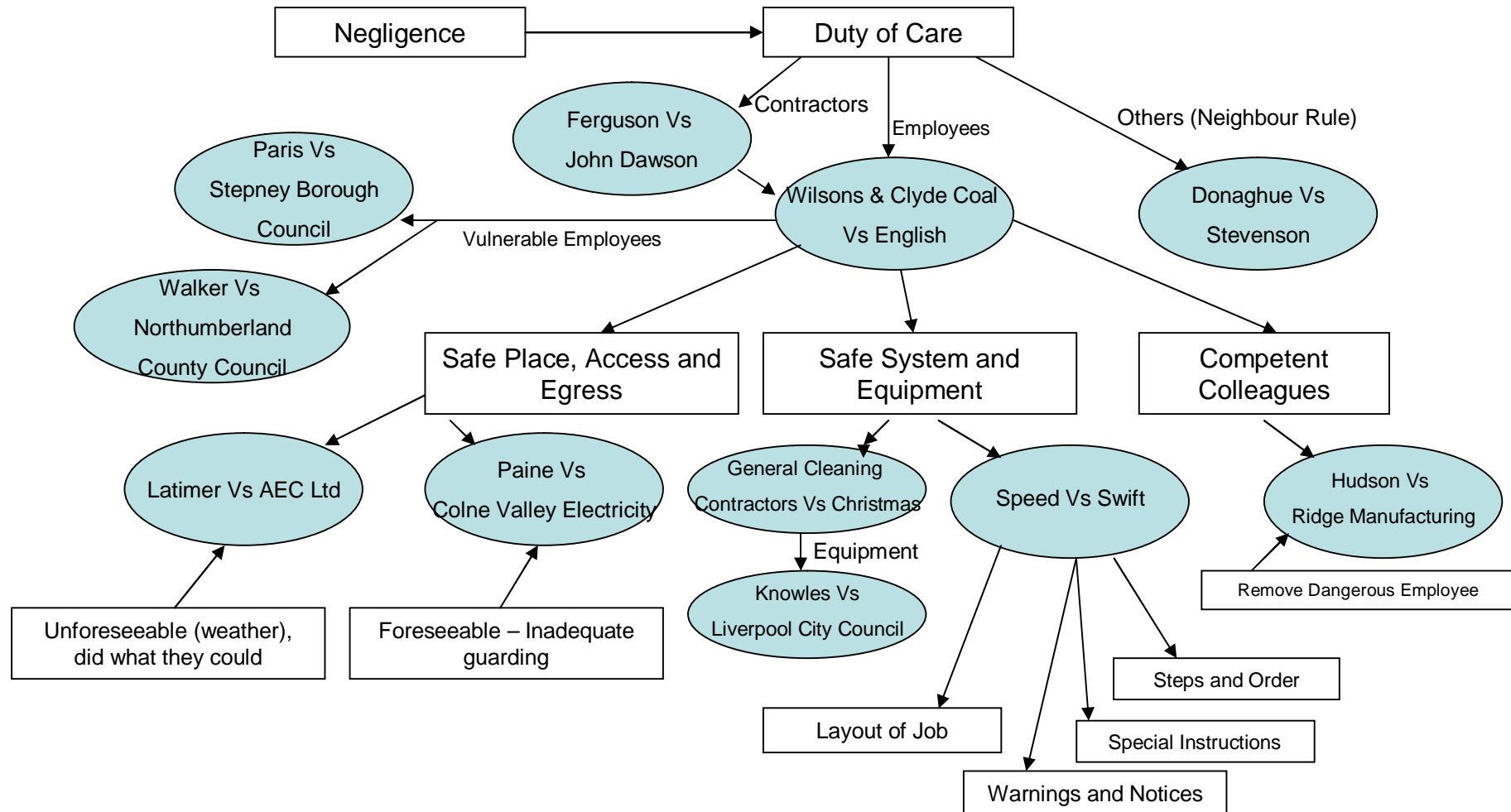
- The course notes I have are quite thorough in their explanation of the subject matter, however there is quite a lot of background information which is supplied in order to help the reader understand how we got to the stage we are at.
- This background information isn't specified in the syllabus, so although useful while learning something for the first time, it is not required for the exam (or in real life) so has no place in revision.
- To filter the required information out of the course notes I have obtained a copy of the syllabus guide 2006 from the Nebosh website (it's a free download) and after reading the course notes for an element I then go back through it noting the information which directly involves the topic specified in the syllabus.
- During this exercise I also apply the action verbs Nebosh put in their exams, so if an outline is all that the syllabus calls for I do not write a lengthy description.
- If there are formulae or diagrams I also put them in the revision notes.
- At the end of this process I have a much shorter set of revision notes.

# Step 2 – Mind Mapping

- This is a technique that was around when I was at school. Your mind is good at visualising things, and the exercise of drawing a mind map helps to organise information in a way that you can relate aspects of it visually.
- I've found that reading other people's mind maps has little or no benefit to me, since it then becomes something else to remember rather than a mental exercise which organises my memory.
- I have supplied one example, which shows how mind mapping works, so that you can devise your own for whatever parts of the course material you think it might help you retain.

# Mind Mapping Example

- Relationship between case precedents in civil law



# Step 3 – Learning By Rote

- Although there is an explicit warning in the notes provided to the student by Nebosh against learning by rote, this is about learning standard answers to questions rather than the memorising of information. There is a need to just memorise some parts of the course.
- Past examples of learning by rote :
  - Multiplication tables
  - Poetry and quotations
  - Laws of Physics (e.g. Newton's laws of motion)
  - Conjugation of foreign language verbs

What is it ?

Memorising something by frequent repetition

How do you know when you've managed it ?

Testing – quoting

How do you do it ?

- Repetition
- Word Association
- Mnemonics

# Repetition

- Select keywords to remember, these keywords should remind you of the gist of the phrase you want to memorise
- Sections of HASWA
  - 2 – employees
  - 3 – non-employees
  - 4 – premises
  - 5 – environmental
  - 6 – articles and substances
  - 7 – employee duties
  - 8 – tamper
  - 9 – freebies
  - 15 – regulations
  - 16 - ACoPs
  - 20 – inspectors
  - 21 – improvement
  - 22 – prohibition
  - 23 – buildings
  - 24 – appeals
  - 25 – imminent danger
  - 33 – offences
  - 36 – corporate
  - 37 – director
  - 47 – claims barred
  - 48 – crown immunity

# Mnemonics examples

- HSG65 – POPIMAR –
  - Policy,
  - Organisation,
  - Plan and Implement,
  - Measure,
  - Audit,
  - Review
- Job Safety Instructions - SREDIM –
  - Select (task),
  - Record (steps and hazards),
  - Evaluate (risks),
  - Determine (controls),
  - Implement (safe system),
  - Maintain (safe system)

# Word Association Example

- Section 2 of the health & safety at work act has several subsections of specific duties numbered from 2(2)a to 2(2)e, all are SFAIRP without risk
- I picked this up from some other website, and it proved useful to me, not sure who thought it up though.

2(2)a	Maintain Plant and Equipment	Aspidistra
2(2)b	Storage and handling of material and substances	Box
2(2)c	Information Instruction Training Supervision	Classroom
2(2)d	Access, Egress and Place of Work	Door
2(2)e	Environment and Welfare	Environment